

**Texas Education Agency
Standard Application System (SAS)**

2014–2017 Texas Title I Priority Schools, Cycle 3

Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	FOR TEA USE ONLY <small>Write NOGA ID here:</small> <div style="transform: rotate(-90deg); transform-origin: center;"> RECEIVED TEXAS EDUCATION AGENCY 20 MAY 20 PM 1:31 DOCUMENT CONTROL CENTER DISCRETIONARY GRANTS </div>
Grant period:	August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	
Application deadline:	5:00 p.m. Central Time, May 20, 2014	
Submittal information:	Six complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Shayna Ortiz Sheehan: shayna.sheehan@tea.state.tx.us; (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information

Organization name Best Elementary School – Alief ISD	Vendor ID #	Mailing address line 1 10000 Centre Pkwy	
Mailing address line 2	City Houston	State TX	ZIP Code 77036
County- District # 101903	Campus number and name 118 – Best Elementary	ESC Region # 4	US Congressional District # TX-009 DUNS # 031861214

Primary Contact

First name Zack	M.I. Ward	Last name Ward	Title Competitive Grants Specialist
Telephone # 281-498-8110	Email address zachary.ward@aliefisd.net		FAX # 281-498-4051

Secondary Contact

First name Karla	M.I.	Last name Kessler	Title Director of Federal Programs
Telephone # 281-498-8110	Email address karla.kessler@aliefisd.net		FAX # 281-498-4051

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name HD	M.I.	Last name Chambers	Title Superintendent
Telephone # 281-498-8110	Email address hd.chambers@aliefisd.net		FAX # 281-498-4051
Signature (blue ink preferred)			Date signed

Signature (blue ink preferred)

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurances that if it receives TTIPS funds to serve one or more campus that it will ensure that each campus receives all of the state and local funds it would have received in the absence of the TTIPS grant funds. As a result, an LEA must provide a TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and TTIPS funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that TTIPS funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	<p>The LEA provides assurance that it will meet the following federal requirements:</p> <ul style="list-style-type: none"> A. Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements. B. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds. C. If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements. D. Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality. E. Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding. F. Report to the SEA the school-level data required under section III of the final requirements.
4.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
5.	<p>If the LEA/campus selects to implement the turnaround model, the campus must implement the following federal requirements.</p> <ul style="list-style-type: none"> A. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates; B. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ul style="list-style-type: none"> 1. Screen all existing staff and rehire no more than 50 percent; and 2. Select new staff. C. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school; D. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

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Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
5.	<p>E. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;</p> <p>F. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;</p> <p>G. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;</p> <p>H. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and</p> <p>I. Provide appropriate social-emotional and community-oriented services and supports for students.</p>
6.	<p>If the LEA/campus selects to implement the school <u>closure model</u>, the campus must implement the following requirement.</p> <p>A. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.</p> <p>B. A grant for school closure is a one-year grant without the possibility of continued funding.</p>
7.	<p>If the LEA/campus selects to implement the <u>restart model</u>, the campus must implement the following federal requirements.</p> <p>A. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.</p> <p>B. Enroll, within the grades it serves, any former student who wishes to attend the school.</p>
8.	<p>If the LEA/campus selects to implement the <u>transformation model</u>, the campus must implement the following federal requirements.</p> <p>1. Develop and increase teacher and school leader effectiveness.</p> <p>(A) Replace the principal who led the school prior to commencement of the transformation model;</p> <p>(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--</p> <p>1. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and</p> <p>2. Are designed and developed with teacher and principal involvement;</p> <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (<u>e.g.</u>, regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
8.	<p>2. Comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increasing learning time and creating community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; and</p> <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>
9.	An LEA with nine (9) or more priority schools, may not implement the Transformation Model in more than 50 percent of those schools.
10.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
11.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
12.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
13.	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.
14.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
15.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
16.	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
17.	The applicant, if selecting the Turnaround Model or Transformation Model agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

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County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
18.	<p>The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested.</p> <ul style="list-style-type: none"> A. Number of minutes within the school year. B. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup.(ethnicity, sex, disability status, LEP status, economically disadvantaged status, migrant status) C. Number and percentage of students completing advanced coursework (e.g., AP/IB) early-college high schools, dual enrollment classes, or advanced coursework and dual enrollment classes. (High Schools Only) D. College enrollment rates. (High Schools Only) E. Teacher Attendance Rate F. Student Attendance Rate G. Student Completion Rate H. Student Drop-Out Rate I. Locally developed competencies created to identify teacher strengths/weaknesses J. Types of support offered to teachers K. Types of on-going, job-embedded professional development for teachers L. Types of on-going, job-embedded professional development for administrators M. Strategies to increase parent/community involvement N. Types of strategies which increase student learning time O. Number of teachers and principals at each performance level (proficient/non-proficient) used in the district evaluation systems for assigning teacher and principal performance ratings.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Demographics

Alief ISD is an urban school district located in southwest Houston. Alief ISD's student population is 80.9% economically disadvantaged, 66.2% at-risk, and 37.5 English Language Learner, figures that far exceed state averages. Best Elementary School has been identified as a Priority campus as a result of poor student academic performance and growth on the STAAR assessment. Of the 873 enrolled students, only 37% of students met the 2013 STAAR mathematics standard, and only 51% met the reading/ELA standard. Best's demographics are 66% Hispanic, 25% African American, 6% White, and 2% Asian. Ninety three percent of students attending Best are economically-disadvantaged and 63% are limited English proficient. Attendance is less than 96%. Almost one-third of the teachers at Best have 5 or less years of teaching experience, and the highest degree for 77% is a bachelor's degree.

Needs Assessment

Best has been participating in the Texas Accountability Interventions System (TAIS) and as a result has completed a comprehensive needs assessment through which nine areas of need were identified. Through the TTIPS grant, Best proposes to focus on five major areas of need. The following chart shows the major target areas and their alignment to the Transformation Model.

Identified Area of Need	Transformation Model Requirement
Student Performance Data	Comprehensive instructional reform strategies <ul style="list-style-type: none"> • Use data to identify and implement an instructional program that is research-based, vertically aligned, and aligned to state standards • Continuous use of student data (formative, interim and summative assessments) to inform and differentiate instruction
Curriculum	Providing operational flexibility and sustained support <ul style="list-style-type: none"> • Operational flexibility (staffing, calendars/time, and budgeting to implement fully a comprehensive approach to substantially improve student achievement outcomes) Comprehensive instructional reform strategies <ul style="list-style-type: none"> • Continuous use of student data informs and differentiates instruction
Instruction	Comprehensive instructional reform strategies <ul style="list-style-type: none"> • Operational flexibility (staffing, calendars/time, and budgeting to implement fully a comprehensive approach to substantially improve student achievement outcomes)
Targeted Interventions and Support Systems	Increased learning time and creating community oriented schools <ul style="list-style-type: none"> • Schedules and strategies that provide increased learning time • Mechanisms for family and community engagement
Teacher and Staff Effectiveness	Develop and increase teacher and school leader effectiveness <ul style="list-style-type: none"> • Replace principal • Rigorous, transparent, and equitable evaluation systems • Identify and reward school leaders, teachers, and other staff • Ongoing, high-quality, job-embedded professional development

Alignment with Goals and Objectives

As a major component of its grant program, Alief ISD will work with Engage Learning to develop and increase teacher and school leader effectiveness. Research shows that an effective teacher is the number one predictor of student success. Alief ISD will contract with Engage Learning, a consulting firm which utilizes scientific research and a student-centered approach to whole school reform. For this grant, Engage Learning will provide a teacher coaching model which will result in administrator and teacher coaching, trained trainers, and lesson planning and design. Engage Learning will work with campus staff and district leaders, and using a broad range of data, modify as necessary, the school's

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

continuous improvement plan. The final plan will address all of the identified areas of need listed above, and will include specific targets for curriculum and instruction, student academic interventions, family and community involvement, and teacher and staff evaluations and rewards or incentives.

The proposed budget for the three-year project is \$3,624,648. This includes Engage Learning's contract fee for a project manager to oversee the implementation of services which includes administrator coaching in strategic design, executive coaching via a collaborative cohort including other school administrators, and peer coaching teams. Services also include teacher coaching which incorporates a collaborative coaching cohort, peer coaching teams, classroom observation/coaching, direct coaching and training, and a coaches academy. Budgeted expenses include other operating costs, such as district staff travel expenses for the Engage Learning trainings. Substitute and extra duty pay are built into the budget to allow teachers to attend coaching sessions. Funding is also requested for incentives or awards depending upon the final incentive program developed. Technology also plays an important role in this grant request since close to 100% of students at Best Elementary are economically-disadvantaged and, with some exceptions, do not have equitable access to technology. Technology will be incorporated into the lesson planning and design component and the district will ensure that all teachers receive comprehensive training so that technology is a tool and not an end in and of itself. Two class sets of tablets per grade level and technology tables and software, and interactive boards for each classroom are included.

Management Plan**Staff Qualifications**

Alief ISD's Area Superintendent will oversee the implementation of the project. The District Coordinator of School Improvement (DCSI), who has done extensive work with the campus leadership team and serves as a facilitator and liaison to central curriculum, assessment and accountability, and professional development staff will serve as project manager. The DCSI is part of the assessment and accountability department and has the training and background to ensure project goals are addressed and met. The Best Elementary principal and campus leadership team will be responsible for the day-to-day implementation of the project strategies.

External Provider

All of these individuals will work closely with Engage Learning to schedule and adhere to the coaching plan and lesson planning and design strategies so that teachers, the first-line of instruction, are prepared to provide high quality and effective instruction.

Sustainability and Commitment

Alief ISD is committed to sustaining the project after grant funding has ended. The primary component, leader and teacher coaching, is based on a training-of-trainer model which will help ensure that effective teaching continues into the future. The grant includes a gradual release model in Year 3 and addresses the coaching needs of new teachers as they come on board. Best Elementary is a Title I school-wide campus and, as such, has access to significant supplemental federal funding annually. Additionally, the district will set-aside needed Title II professional development dollars to sustain the progress made during the grant period.

Project Evaluation

Each year, each campus in Alief ISD has a Data Day to review a wide variety of data upon which goals and strategies are developed as part of the campus continuous improvement planning process. In addition, each campus holds a mid-year review with the area superintendent, central administrators, and campus leaders during which formative evaluative data is reviewed to determine progress toward goals. The district assures that it will incorporate all required federal data requirements into this process to ensure the success of the project.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Project period: August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.

Fund code:
276**Budget Summary**

Schedule #	Title	Class/ Object Code	3-Year Program Cost	3-Year Admin Cost	3-Year Total Budgeted Cost	Pre-Award
Schedule #7	Payroll Costs (6100)	6100	\$789,375	\$	\$789,375	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$1,075,057	\$	\$1,075,057	\$
Schedule #9	Supplies and Materials (6300)	6300	\$1,008,824	\$	\$1,008,824	\$
Schedule #10	Other Operating Costs (6400)	6400	\$87,276	\$15,000	\$102,276	\$
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$585,236	\$	\$585,236	\$
Total direct costs:			\$3,545,768	\$	\$3,560,768	\$
1.794% indirect costs (see note):			N/A	\$63,880	\$63,880	
Grand total of budgeted costs (add all entries in each column):			\$3,545,768	\$78,880	*\$3,624,648	

Administrative Cost Calculation

Enter the total grant amount requested:	\$3,624,648
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$181,232

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application.

Annual Budget Breakdown

Year 1	Year 2	Year 3	3-Year Total Budget Request
\$1,771,940	\$953,195	\$899,513	*\$3,624,648

Note: No more than \$2,000,000 per year may be requested. *Total Budget Request above must match.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Employee Position Title**Estimated
of
Positions
100%
Grant
Funded****Estimated
of
Positions
<100%
Grant
Funded****Grant
Amount
Budgeted****Pre-
Award****Academic/Instructional**

1	Teacher			\$	\$
2	Educational aide			\$	\$
3	Tutor			\$	\$

Program Management and Administration

4	Project director			\$	\$
5	Project coordinator			\$	\$
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$

Auxiliary

12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$

Other Employee Positions

21	Title			\$	\$
22	Title			\$	\$
23	Title			\$	\$
24	Subtotal employee costs:			\$	\$

Substitute, Extra-Duty Pay, Benefits Costs

25	6112	Substitute pay		\$62,475	\$
26	6119	Professional staff extra-duty pay		\$726,900	\$
27	6121	Support staff extra-duty pay		\$	\$
28	6140	Employee benefits		\$	\$
29	61XX	Tuition remission (IHEs only)		\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$	\$
31	3-Year Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$789,375	\$

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted	Pre-Award
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted	Pre-Award
1	K-12 Insight Survey – 2 surveys at \$7,125 - reflective of student perception to help support change in topics such as: district strategic planning, school model transition, strengthening relationships, deepening academic rigor assessment of communication, collaboration, critical thinking, creativity, professional ethics and school climate	<input type="checkbox"/>	\$14,250	\$
2		<input type="checkbox"/>	\$	\$
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$

b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:

\$14,250

\$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

1	Specify topic/purpose/service: Leader and Teacher Coaching Model	<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service: Specify topic/purpose/service: Engage! Strategic Design Describe topic/purpose/service: Collaborative Cohort team of 2 campus administrators -6 days coaching , Executive Coaching (2 hours per week) The campus leaders will meet both individually and as a team with an Engage executive coach on a regular basis throughout the year to set goals, assess progress, discuss options for data collection and problem correction, make a commitment to action from each session and submit evidence to the online Engage growePortfolio for the coach to evaluate on the rubric scale for leaders. (growe = g – goal-setting; r – reality check; o- options; w – will; e- evidence) Specify topic/purpose/service: Engage! Teacher Training Describe topic/purpose/service: Engage Collaborative Cohort team of 10 teachers- 6 days training Immersive training for a team of campus teacher leaders who will collaborate with other teachers from 39 other campuses in Texas in the overview of the Engage Learning Model/PBL training on designing standards-based relevant challenges and facilitating students in the five Engage protocols. This training each year will deepen the commitment of the teachers and the understanding of the culture and process of the ELM model. This conference training is held locally in Corpus	

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Engage! On-Site Training for whole campus each year integrates all of the transformation model components into a customized training to increase the effectiveness of all teachers and leaders and provide a foundation for coaching for the year. Goal-setting for coaching priorities is included as part of the training each year. Any new teachers to the campus will be immersed in the ELM/PBL model through this on-site training. (4 days with 2 trainers/day)

eNet Conference (held in Corpus Christi) for all teachers who have not attended a Collaborative Cohort for the immersive, collaborative experience as well as advanced topics on assessment, data analysis and differentiating for special needs learners in the model.

Specify topic/purpose/service: Engage! Executive Coaching

Describe topic/purpose/service: Collaborative Cohort team of 2 campus administrators -6 days training Immersive training for 2 campus leaders who will attend with a team of teachers from the campus and collaborate with other campus leaders from 39 other campuses in Texas in the overview of the Engage Learning Model/PBL training on designing the systems of communication, campus culture, and school environment that supports the ELM/PBL model. This training each year will deepen the commitment of the leaders and provide valuable networking with other leaders who are working on transformation. This conference training is held locally in Corpus Christi.

Executive Training on Systems and Communication: 10 Days in Summer

The executive coach from Engage will meet with the campus leadership team for 10 days in the summer prior to the beginning of school to plan and prepare for the transformation and implementation. The focus of these days will include the schedule for the campus with collaborative planning time for teachers, extended learning time, observation schedule and opportunities for design days, an action plan for the campus learning environment, recruiting and hiring teachers, setting up appropriate monitoring systems for the implementation, setting up data collection systems and feedback loops for the model, and creating appropriate communication systems.

Executive Training on Systems and Communication: 5 Days in Summer. In year 3, the time with the executive coach will be lessened due to gradual release and growth of the campus leader and the time will be focused on sustainability of systems beyond the grant period. This time will need to be increased if there has been a change in the campus leader during the 3 year cycle.

Specify topic/purpose/service: Engage! Teacher Coaching

Describe topic/purpose/service:

Collaborative Cohort team of 10 teachers-6 days coaching. Coaching is the key component in a successful and sustainable transformation and in ensuring that professional learning leads to teacher growth and an impact on student achievement. There is a coaching component for the 10 teachers who attend this training to ensure fidelity of data to design and facilitation.

Coaching for peer coaching teams: gradual release. This coaching component is the companion to the Coaches Academy training to ensure that peer coaches trained during the Coaches Academy are ready to sustain the coaching beyond the grant period with their grade level colleagues.

Classroom observation/coaching 12 days per year per teacher (36 total days) + Direct Coaching/Training 12 Days per teacher per year during planning time (36 total days) An Engage coach assigned in the content area will coach each teacher of that content by observing in the classroom for use of data, differentiated instruction and intervention based on needs, assessment practices including formative assessment note-taking, classroom organization and facilitation of student-directed research, collaboration and product design. The Engage coach will facilitate a goal-setting conversation with each teacher during the on-site training in the summer and then observe and coach the teachers individually on progress towards those goals during the additional planning time during the year. The teachers will complete an online portfolio of evidence of practice using the growePortfolio system of Engage. (growe = g – goal-setting; r – reality check; o- options; w – will; e-evidence) Teachers can upload videos of classroom instruction, images, unit design, reflection, samples of formative assessment, etc. Campus leaders will shadow and calibrate with the external provider on evaluating the evidence of practice submitted by teachers in relation to the individual goals determined in collaboration with the teacher, coach, and campus leader.

Specify topic/purpose/service: Engage! Executive Coaching

Describe topic/purpose/service: Collaborative Cohort team of 2 campus administrators -6 days coaching, Executive Coaching (2 hours per week)

The campus leaders will meet both individually and as a team with an Engage executive coach on a regular basis

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throughout the year to set goals, assess progress, discuss options for data collection and problem correction, make a commitment to action from each session and submit evidence to the online Engage growePortfolio for the coach to evaluate on the rubric scale for leaders. (growe = g – goal-setting; r – reality check; o- options; w – will; e- evidence)

Specify topic/purpose/service: Engage! Curriculum Design

Describe topic/purpose/service: Design days in summer: 4 days with one coach per content area, Design days in school year: 1 per teacher per grading period for a total for of 5 days per year per teacher, Virtual Coaching on Design (100 hours)

We are providing our teachers with facilitated design time to make sure they are designing based on data and high priority standards and that designs and curriculum are aligned to the TEKS at the level of depth and complexity of the standards. Engage will also assign design coaches in the content area for each teacher and work with each teacher individually on goals for design to grow them in their understanding of how to unpack the standards, determine relevance of the standards, design PBL units based on standards, identify standards-aligned content resources, and design quality formative and summative assessments. Teachers will set goals for design and the assigned coach will provide critique of unit designs to help the teachers make progress toward their design goals. Teachers will submit evidence of practice through growePortfolio online system for campus leaders and coaches to evaluate in line with the design standards. When teachers request critique in the online system, they will receive immediate feedback through virtual coaching in the system for additional ongoing, job-embedded learning.

Specify topic/purpose/service: Engage! Project Manager

Describe topic/purpose/service: Oversee and coordinate all phases of grant implementation. We will contract with Engage for a project lead who will also be the executive coach for the campus. This will be one contact person for the campus and the district to coordinate all services provided and to provide oversight, monitoring, data collection and problem correction on the part of the external provider.

Specify topic/purpose/service: Coaches Academy-Trainer of trainers for administrators and teacher leaders.

Describe topic/purpose/service: Coaches Academy-team of 12 from campus

In order to create a gradual release, change campus culture and sustain the transformation after the grant period, the campus will select a team of 12 campus leaders to attend the Engage Coaches Academy which is a trainer of trainer model with immersive training and coaching and access to all Engage training and coaching resources. The campus leader/teacher leader team will consist of teachers from each grade level/subject and campus administration to develop capacity internally to train new teachers to the model each year and to coach all teachers through a combination of a peer coaching and leader coaching blended system. During the Coaches Academy, all team members will become Engage Certified Coaches and will be able to sustain the transformation. The Coaches Academy team will learn how to coach in year one, shadow coaching on campus in year two and coach with an Engage coach shadowing and providing feedback in year three. The Coaches Academy team will also participate in the strategic design process and create monitoring and feedback loops for the campus to ensure data collection and problem identification and correction throughout the implementation due to the collaboration between teachers from each grade level/subject on this team as well as administrators. This team will also meet with the family/business/community design team quarterly for updates and to inform the work of the campus.

Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
Contractor's payroll costs:	# of positions:	\$975942	\$
Contractor's subgrants, subcontracts, subcontracted services		\$	\$
Contractor's supplies and materials		\$21,217	\$
Contractor's other operating costs		\$63,648	\$
Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$1,060,807	\$

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 101-903

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	

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Schedule #8—Professional and Contracted Services (6200) (cont.)				
County-District Number or Vendor ID: 101-903		Amendment number (for amendments only):		
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)				
6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
	Total budget:		\$	\$
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
	Total budget:		\$	\$
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
	Total budget:		\$	\$
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$1,060,807	\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$14,250	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$1,060,807	\$	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	\$	
(Sum of lines a, b, c, and d) 3-Year Grand total		\$1,075,057	\$	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 101-903

Amendment number (for amendments only):

Expense Item Description

6399	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
	1	Mobile Computing Devices	Enhancing instruction and providing equitable opportunities for all students to have access to technology	576	\$500	\$570,000	\$
	2	Interactive Boards	Enhancing instruction and providing equitable opportunities for all students to have access to technology	41	\$3,000		
	3	Security/Charging Carts	Enhancing instruction and providing equitable opportunities for all students to have access to technology	120	\$1,325		
	4				\$		
	5				\$		
	6399	Technology software—Not capitalized					\$7,425
6399	Supplies and materials associated with advisory council or committee					\$	\$
Subtotal supplies and materials requiring specific approval:						\$577,425	\$
	Remaining 6300—Supplies and materials that do not require specific approval:					\$431,399	\$
3-Year Grand total:						\$1,008,824	\$

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 101-903		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Pre-Award
6411	Out-of-state travel for employees (includes registration fees)	\$	\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$102,276	\$
3-Year Grand total:		\$102,276	\$

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 101-903

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX/15XX—Technology hardware, capitalized					
2	Classroom Technology Media Centers	41	\$13,796	\$565,636	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12	Software – lifetime purchase of software for fidelity of implementation in year 3 for project creation and storage as well as campus leader dashboard for monitoring the implementation of design and facilitation through the assessment calendar and coaching and training materials and growePortfolio.	1	\$19,600	\$19,600	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$
3-Year Grand total:				\$585,236	\$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds					
County-district number or vendor ID: 101-903			Amendment # (for amendments only):		
Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.					
Total enrollment:					
Category	Number	Percentage	Category		Percentage
African American	214	24%	Attendance rate		95.8%
Hispanic	582	66%	Annual dropout rate (Gr 9-12)		%
White	52	6%	Annual graduation rate (Gr 9-12)		%
Asian	19	2%	STAAR / EOC met 2013 standard, mathematics (standard accountability indicator)		37%
Economically disadvantaged	818	93%	STAAR / EOC met 2013 standard, reading / ELA (standard accountability indicator)		51%
Limited English proficient (LEP)	549	63%	Students taking the ACT and/or SAT		%
Disciplinary placements	17	1.7%	Average SAT score (number value, not a percentage)		
			Average ACT score (number value, not a percentage)		
Comments					
Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.					
Category	Number	Percentage	Category	Number	Percentage
African American	24	40.9%	No degree	0	0%
Hispanic	23	39.6%	Bachelor's degree	46	77.6%
White	9	16%	Master's degree	12	20.9%
Asian	2	3.5%	Doctorate	1	1.5%
1-5 years exp.	32	35.4%	Avg. salary, 1-5 years exp.	47,429	N/A
6-10 years exp.	13	21.8%	Avg. salary, 6-10 years exp.	50,104	N/A
11-20 years exp.	10	17.3%	Avg. salary, 11-20 years exp.	53,823	N/A
Over 20 years exp.	4	6.8%	Avg. salary, over 20 years exp.	64,437	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	108	136	174	161	150	144									873
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	6	10	10	11	11	11									59
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

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Changes on this page have been confirmed with:

On this date:

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By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At the beginning of the 2013-2014 school year, a Data Day meeting was held with Best's campus leadership team (consisting of the principal, assistant principals, content specialists, counselor, English Language Learner representative, and the special education department chair). This team met with district support personnel (district coordinator of school improvement, assistant superintendent, preferred service provider, and district content coordinators) to discuss the components of the Texas Accountability Intervention System and the continuous improvement process framework. In 2013-2014, a targeted data analysis was conducted. The following data topics were discussed and data that the campus and district provided was analyzed for trends and patterns:

- Attendance
 - How does your campus systematically address recovery/reteach for students who are absent, particularly for students who are at risk for failing?
 - What does the data reveal about possible excused/unexcused absences and tardiness?
 - What is the relationship between failure rates and attendance?
- Discipline
 - Why are disciplinary removals occurring? How often? When? Where?
 - What are staff patterns with referrals, including specific times when they occur?
 - Are there specific staff behaviors that provoke student reactions?
 - Evaluate the rigor/relevance of instruction in your alternative instructional settings.
- Student Performance Data (TTIPS target area)
 - How is progress tracked for students, staff, grade levels, etc.?
 - What happens when progress is not occurring?
 - How are individual student profiles tracked to review performance, attendance, discipline and other relevant data?
 - What does the data reveal about the students in each of the growth categories (did not meet and met)?
 - What are the trends/patterns you noticed from Index 1 that could be potential barriers to progress in Index 2?
 - Which students and student groups exceeded growth expectations?
- Curriculum (TTIPS target area)
 - How do progress-monitoring results throughout the year compare to actual results?
 - How does the data compare vertically/horizontally?
 - What does the analysis of state assessment reporting categories and student expectations reveal about the strengths/weaknesses of the curriculum?
 - How is rigor addressed in the curriculum and instructional delivery?
- Instruction (TTIPS target area)
 - What types of data are used for instructional planning/decision-making?
 - How are instructional and linguistic accommodations routinely used in instruction? How is the effectiveness of these tracked and documented?
 - How is instruction individualized and differentiated based on student-specific needs, individualized plans, and data?
 - In what ways is instructional alignment monitored? And feedback provided?

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Part 1: Process Description (cont). A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- **Targeted Interventions and Support Systems (TTIPS target area)**
 - What types of support services are available for students?
 - How are services coordinated to meet students' needs and avoid duplication? How effective are the services in improving student performance?
 - How does the school-home connection educate and engage parents in understanding how to support their children.
- **Achievement Gaps**
 - Which student groups met/did not meet Level II Satisfactory performance?
 - What do teacher, grade, and subject data indicate?
 - What is the performance difference between student groups?
 - How do the Level III performance rates compare to other similar campuses?
- **Teacher and Staff Effectiveness (TTIPS target area)**
 - What types of professional development are teachers and leadership attending throughout the year? What is still needed?
 - How is implementation of new learning monitored once professional development occurs?
 - How do PLCs and planning sessions incorporate student work and data to help guide the planning process?
- **Family and Community Engagement**
 - In what ways are parents and community members provided opportunities for input?
 - How accessible are community resources to students and their families?
 - How are parent/community volunteers utilized on your campus?

In order to analyze the data effectively, the team was divided into groups and asked to respond to the specific guiding questions above. Trends and patterns were then shared with the team as a whole. From the findings, the team identified the top problems that they face as a campus. The team then engaged in a root cause analysis for each identified problem. By utilizing the 10-5-5 and 5 Why Analysis protocol, the team was able to pinpoint the root causes that affect the identified problem statements. Based on the root cause analysis, the team then determined their greatest needs to address the issues.

As part of the continuous improvement planning process, this process will be repeated at the beginning of the 2014-2015 school year to assess progress made toward addressing needs and meeting the school's goals. In addition, the TTIPS grant will provide funding to for an external provider, Engage Learning, to assist staff in identifying and clarifying needs and to address the above areas, particularly those highlighted target areas.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Teacher and Staff Effectiveness	<ul style="list-style-type: none"> Classroom observation/coaching 12 times during the school year, with follow up direct coaching during planning time 10 teachers attend a 6-day coaching seminar Teachers receive 9 days of on-campus training during school year, and 4 design days during summer 100 hours of virtual coaching throughout the year (on-going) An incentive plan will be formulated to promote teacher attendance
2.	Instruction	<ul style="list-style-type: none"> Detailed data analysis including all federally required data Through observation, conversation, and data collection, staff will gain an understanding of the school's needs, strengths, and goals Data used to develop a multi-step course of action to establish a concrete plan to implement systematic organization growth
3.	Curriculum	<ul style="list-style-type: none"> Curriculum design and coaching is aligned to TEKS at the level of depth and complexity of the standards Design coaches in content area for each teacher to aid in growth toward understanding of standards, designing project-based learning units based on TEKS, identifying TEKS-aligned content resources, and designing quality assessments The use of technology will be incorporated into lesson planning design
4.	Student Performance Data	<ul style="list-style-type: none"> Engage Learning consultants, the campus leadership team, and the Alief DCSI will collaborate regularly to analyze data and track student progress Data sources include: INOVA, DMAC, district common assessments, benchmark assessments, STAAR, and all federally required data A strategic approach to monitoring growth will be systematically implemented campus-wide through coaching, monitoring, and feedback sessions
5.	Targeted Interventions and Support Systems	<ul style="list-style-type: none"> A plan will be formulated to effectively produce increased learning time, which may include before and after school programs, as well as Saturday and summer offerings Technology in each classroom will provide another resource for student instruction and interventions A family and community engagement plan (FAME – Families Actively & Meaningfully Engaged) will be developed and implemented

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Schedule #14—Management Plan

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	Teacher certificate; experience as teacher; accountability coordinator; works with campus teams to analyze data and understand the implications of the accountability system; presents accountability information to teachers, school administrators, and district support personnel in such a way that it drives instructional practices; and facilitates the improvement efforts through increasing the collaboration between district and campus teams.
2.	Area Superintendent	Teacher certificate; Master's degree; superintendent's certification; experience as teacher, coach, assistant principal, associate principal, principal
3.	Principal	Teacher certification; Master's degree; 21 years in Alief as teacher and assistant principal; graduate of Alief school system
4.	Compliance Coordinator	Bachelor's degree; prior Director of Accounting; 5 years of direct compliance and auditing experience with district and campuses
5.	Wellness Coordinator	Teacher certification; Master's degree; Coordinator of School Health Advisory Council; over 5 years teaching experience; District Wellness Coordinator for 5 years; grant manager for federal wellness grant; action based learning certified
6.	Family & Community Engagement Coordinator	Teacher certification; 5 years teaching experience; Master's degree; experience working with campus administration, family liaisons, and parents; prior experience as 21 st Century Community Learning Coordinator
7.	Engage Learning (consultants)	Extensive experience in public education; graduate degrees; specialization in transformation model; trained/mentored over 50,000 teachers
8.		
9.		
10.		

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Part 2: External Providers. Describe the process used to recruit, select and provide oversight to external providers to ensure their quality. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Alief looks for external providers who have a proven track record of success in areas we are seeking to improve. Alief ISD first learned about Engage Learning at the 2013 Advancing Improvement in Education Conference in Austin, sponsored by the Texas Center for District and School Improvement. Furthermore, Alief Superintendent of School, Mr. HD Chambers, strongly recommended a partnership with Engage Learning due to his prior experiences working with them in previous leadership positions.

At Best Elementary, our priority campus, we were interested in finding a company that could grow teachers, enhance the leadership skills of administrators, and improve academic achievement for students. Engage Learning's model incorporates all of these components. They have extensive training and professional development sessions for administrators and teachers, and the training is continuous throughout the year. They follow up with staff to coach, mentor and track progress toward professional goals. They use data-driven strategies to improve instruction and, subsequently, increase student performance.

Engage Learning's program utilizes scientific research and a student-centered approach. Their services are based on proven research by education experts such as Howard Gardener, Lev Vygotsky, Robert Marzano, and Benjamin Bloom. Additionally, a number of testimonials by campuses who have partnered with Engage Learning speak of outstanding results.

Alief ISD has multiple layers of organizational structure in place to provide oversight to external providers and ensure their quality. The leadership team, consisting of the campus principal and assistant principals, the area superintendent that oversees the campus and the district accountability coordinator meet regularly throughout the year to track and discuss progress at the campus. The district accountability coordinator, who also serves as the DCSI, also meets with campus staff and instructional leadership teams at the beginning of the school year to disseminate data and set goals; furthermore, the accountability coordinator conducts bi-monthly meetings throughout the school year with district and campus leadership teams. Central district leadership is regularly visible on the campus, and will work collaboratively with the external providers throughout the school year to ensure quality delivery of programs and services. Alief ISD, through the Federal Programs & Grants Department, also provides a compliance coordinator and accountant to work with the campus to ensure prudent use of federal and local funds, and to ensure compliance with all grant requirements.

Coordination of efforts will be a natural result of Alief's partnership with Engage Learning. Engage has a proven track record of success in transforming struggling schools, and Alief is fully committed to improving Best Elementary and quickly moving out of priority status. Alief's campus and central instructional leaders, accountability coordinators, and compliance coordinators will work closely with the Engage Learning consultants throughout the school year. While Alief has a solid organization structure in place when it comes to data and accountability, one of the aspects that attracted us to Engage Learning was their focus on evaluating evidence of practice. Evidence of practice is already a key piece of their coaching model because they strive to be intentional about moving beyond the coaching conversation to actual growth based on evidence. The Engage Coach evaluates the evidence submitted, and over time calibrates with the campus leaders so that the campus leaders are able to evaluate the evidence of practice in line with the model. Engage has a rubric for each role based on the standards for that role. They coach the leaders and teachers toward mastery of the process.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data Day Meetings

Data Day Meetings are held in the summer before the school year begins. In these meetings, the campus will engage in the Texas Accountability Intervention System (TAIS) and review the components of the index system. The critical success factors and turnaround principles will also be reviewed. A targeted data analysis is conducted and specific areas of concerns and root causes are identified through the 10-5-5 and root cause analyses. This enables campuses to create targeted campus action plans with focused and measurable goals and objectives. Engage Learning, our external provider, will be invited to participate in this meeting. All required federal data will be included in the data review.

Monthly Meetings

The Campus Leadership Team and District Support Team will meet at the campus twice monthly to discuss student progress and attainment of the goals and objectives set forth on the campus action plan. The district content coordinator and campus content specialists will collaboratively share out progress during the meeting. This will ensure that the vision and plan for student progress is shared between the campus and the district. This process allows for timely identification of new issues to be addressed, or barriers to implementation of the current plan. Each member of the Campus Leadership Team and the District Leadership Team will receive a School Improvement Binder which will include the following: Historical Data, Current Year Student Level Data, Current Year Teacher Data, Campus Improvement Plan/CAP, District Support Plan, and Meeting Notes. Adjustments are made when necessary and communicated to the appropriate stakeholders - including administrative staff, teachers, students, parents, and community members - as appropriate, through the Shared Decision Committee, school website, newsletters, call-outs, or letters home.

Quarterly Meetings

At the end of each quarter, the district level team will meet to share progress on their plans. This will allow the district team to build a collective understanding of what is occurring on campus. Engage Learning's data collection and analysis will provide another layer of support in this area. This continuous improvement planning will continue as part of TAIS, resulting in a detailed campus action plan which offers an in-depth analysis via a needs assessment, goal setting, and strategies for attaining goals. This district-level meeting will take place the first Tuesday in October, January, April, and June. Any issues or concerns that were brought up at the district meeting can be discussed at the campus based meeting and appropriate adjustments can be made and communicated to stakeholder groups.

Central Support

Each district coordinator will develop an "Action Plan of Support" to identify and monitor goals they develop that will help to support the campus with their improvement efforts. These plans will be developed after the Data Day meetings. At those meetings, coordinators will come to understand what the campus has identified as needs through their data analysis and root cause analysis. This will allow coordinators to determine how they can best support the vision of the campus and their identified needs. The goals should be focused on instructional practice, rather than student data (Improving the Professional Learning Community Process, Quality Questioning, Small Group Instruction, etc.).

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Accountability and Assessment

Alief ISD currently has practices in place that are similar to the proposed project. The Accountability & Assessment Department does extensive data collection and analysis, and works closely with instructional leadership teams at each campus to interpret data and work with the campus to formulate action plans based on data. Engage Learning's data collection and analysis will provide another layer of support in this area. This continuous improvement planning will continue as part of TAIS, resulting in a detailed campus action plan which offers an in-depth analysis via a needs assessment, goal setting, and strategies for attaining goals.

Action-Based Learning Labs

One of Alief's research-based initiatives is increased implementation of action-based learning labs. A district goal is to turn Best Elementary into a fully functional action-based learning campus. A small portion of this grant will be used to expand this initiative at the campus. The vast amount of research that supports action-based learning drives this initiative. The goal is to transform Best Elementary into an action-based campus to ultimately help improve academic achievement through innovative practices. Instructional leaders and central support staff members have extensively researched action-based learning labs and have received positive feedback from schools across the country that have implemented such labs. To create a level of commitment and buy-in, Alief plans to send a team of Best Elementary staff to other sites who have fully implemented action-based labs in order to view the strategies live and analyze the potential benefits of such a program. Only a small piece of this initiative will be funded from the grant, specifically two kinesthetic desks per classroom. Research shows that not only does action-based learning improve student cognition and achievement, it reduces discipline referrals.

Teacher Evaluation

Districts across the state will be implementing the new TEA-developed teacher evaluation system beginning with the 2015-2016 school year. This new evaluation tool will be reviewed to determine its potential applicability and usefulness as a model for the development of a teacher evaluation component for the TTIPS grant beginning 2014-2015 since it includes a student growth component.

21st Century Community Learning Centers Grant Program

Harris County Department of Education has recently notified Best Elementary that it will receive funding through the 21st Century Community Learning Centers grant to provide out-of-school time services to up to 150 students. This program will be under the auspices of the district's After School Program which provides a high quality program including an academic component, an enrichment component, snacks, field trips, and family engagement. The Alief ISD After School Program has been recognized as a high quality program by the Texas Education Agency.

Systemic Change

Project participants will remain committed to the project's success for a variety of reasons. First of all, the change in leadership at the campus will breathe new life into the staff. The new principal and assistant principals will have the opportunity to immediately change the culture at the school in a positive way. The message of improving the campus within the first year of the grant will be conveyed consistently. Furthermore, Alief has a strong level of morale and support for staff already in place. The district will continue to implement its own research-based methods of professional development and support services to ensure employee satisfaction and commitment to their job. Secondly, teachers who provide first line instruction will have on-going support through the duration of the project. And, Engage Learning's model of coaching is designed to create teacher leaders. The training, professional development, mentoring, and coaching that teachers receive is a system of coaching coaches – teachers are gradually transformed into leaders who can coach their colleagues. This process creates a system of continuous coaching and feedback, even after the grant period ends. Teachers who participate in Engage Learning's coaching program will carry on the lessons and strategies year after year.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Part 4: Sustainability and Commitment (cont). Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

After three years of implementation of the activities available through funding under the TTIPS grant, activities will have become an integral part of the daily systems at Best Elementary. Teachers will be accustomed to the evaluation system and look forward to the rewards or incentives. Coaching will be an expectation and will increase the collegial atmosphere on the campus resulting in improved morale and student achievement.

Continuous District Support

Alief ISD will continue its support of the campus as described in Part 3 including administrative, instructional, professional development, and compliance support, etc. Best Elementary, as a Title I school-wide program, will continue to have the supplemental funding to address identified needs, including increased instructional time, professional development for teacher growth, and teacher incentives.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	<u>Instruction</u> Formative and summative evaluations of student achievement data, and teacher/leader effectiveness	1.	Student academic growth (state standards and college & career readiness standards)
		2.	Evidence of practice in Engage Learning's growePortfolio shows improvement in both teacher and leader effectiveness
		3.	Improvements in student attendance and discipline
2.	<u>Student Performance Data</u> Formative and summative evaluation of effectiveness of student achievement data and teacher/leader effectiveness, and progress toward goals outlined in the campus action plan	1.	Student academic growth (state standards and college & career readiness standards)
		2.	Progress toward meeting all CAP goals
		3.	Improvements in student attendance and discipline
3.	<u>Teacher and Staff Effectiveness</u> Formative and summative evaluation of leader and teacher effectiveness	1.	Student academic growth (state standards and college & career readiness standards)
		2.	Evidence of practice in Engage Learning's growePortfolio shows improvement in both teacher and leader effectiveness
		3.	Climate survey results and teacher attendance
4.	<u>Curriculum</u> Formative and summative evaluation of progress toward goals	1.	Mid-year reviews and Data Days show progress toward goals
		2.	Engage Learning coaching, monitoring, and feedback sessions indicate teacher growth
		3.	Lesson planning and design completed and implemented
5.	<u>Targeted Interventions & Support Systems</u> Formative and summative student academic growth and teacher attendance; summative climate survey results	1.	Improvement in teacher attendance
		2.	Student academic growth (state standards and college & career readiness standards)
		3.	Improvement in climate scores from students and staff

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Schedule #15—Project Evaluation (cont.)

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Describe how the district will modify its practices or policies, if necessary, to enable schools to implement interventions fully and effectively. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Student Academic Achievement:

- **Data Collection:** Data on individual student academic achievement will be collected formatively and summatively during every project based learning unit using formative assessment note-taking, progress checks, and rubrics. Formal evaluation of student data will happen annually when reviewing state standardized test results for growth. Data will be disaggregated by student, classroom, student group, and campus and analyzed for growth.
- **Problem Identification and Correction:** For individual students, if formative assessments reveal a lack of progress in mastery of the standards, teachers will take corrective action through inviting students to small group direct instruction workshops for re-teaching differentiated based on need, providing additional practice opportunities and working with students one on one to provide interventions using research-based strategies. If evaluation of student standardized assessment data shows a lack of individual student growth, a lack of growth in a particular student group, classroom group or campus overall, data will be disaggregated further to pinpoint high priority standards and the heat map for curriculum and instruction. Unit designs will be analyzed based on standards that are identified and corrections made to unit designs to better match the depth and complexity of the standards. If a particular student group has identified problems or needs based on data, a team of campus leaders will design interventions to address the problems identified.

Student Growth on College and Career Readiness Skills:

- **Data Collection:** Data on individual student growth on college/career readiness skills will be collected formatively and summatively during every PBL unit using formative assessment note-taking, progress checks, and rubrics in K-5th grades. Data will be disaggregated by skill and will be analyzed for individual student growth and campus growth.
- **Problem Identification and Correction:** If individual students are lacking growth, it is likely to be identified in the classroom during formative and summative assessments and corrections will be made including conflict resolution, additional goal-setting, re-direction to the protocols, and individual interventions. If the campus as a whole is not exhibiting growth in one or more of the skills, an intervention plan will be constructed with the leadership team to make adjustments to the rubrics and/or assess teacher fidelity in the model and make adjustments in coaching. If student growth does not correlate to classroom formative and summative assessments on the same skills, teacher coaching on effective assessment practices and design will be used as correction.

Teacher and Leader Effectiveness:

- **Data Collection:** Besides collecting data on student achievement and growth in academics and college/career readiness skills as a means of assessing teacher and leader effectiveness as outlined above, observations of classroom practice, coaching sessions with teachers and leaders, and curriculum designs will be assessed through the evidence of practice submitted in growePortfolio. Campus leaders will calibrate with Engage coaches on evaluating the evidence submitted for mastery of the standards for designers and facilitators. The District Lead will calibrate with the Engage Executive coach for evaluating evidence for the campus leader.
- **Problem Identification and Correction:** When teachers or leaders are failing to grow toward mastery of the standards for their roles according to the expectations for level 2 mastery by the end of semester one and level 3 mastery by the end of year one, additional coaching sessions and workshop sessions will be required to address the problem. If interventions are still unsuccessful in resulting in growth, an individual, formal plan for growth will be developed.

School Environment:

- **Data Collection:** The K-12 survey will be used for data collection annually. Attendance data and discipline data will also be collected and analyzed on a quarterly basis for improvement.

Problem Identification and Correction: If engagement data for students, staff, community or family are not showing improvement, the Campus Leadership team made up of these members will create a plan for analyzing and correcting the problem. If student attendance or discipline data does not improve, the Coaches Academy team will analyze the data and interview students to identify the problem and make a plan for corrections.

All federally required data components will be included in the project evaluation.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Part 1: Intervention Model to be Implemented – Indicate the model selected by the LEA/Campus for implementation.☒ Transformation☐ Turnaround☐ Closure☐ Restart**For TEA Use Only**

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	Strengthen the School's Instructional Program	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Targeted data analysis	08/14	08/14
			B. Comprehensive needs assessment	09/14	09/14
			C. Texas Accountability Intervention System	08/14	07/15
			D. Campus Action Plan	10/14	10/14
			E.		
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Mid-year review	01/15	01/15
			B. Classroom observations	08/14	06/15
			C. Coaching sessions	08/14	06/15
			D. growePortfolio	10/14	06/15
			E.		

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)— Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Use of Quality Data to Inform Instruction	Use of Data to Inform Instruction	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Targeted data analysis	08/14	08/14
			B. Comprehensive needs assessment	09/14	09/14
			C. Texas Accountability Intervention System	08/14	07/15
			D. Campus Action Plan	10/14	10/14
			E.		
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Mid-year review	01/15	01/15
			B. Classroom observations	08/14	06/15
			C. Coaching sessions	08/14	06/15
			D. growePortfolio	10/14	06/15
			E.		

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County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	<i>Providing strong leadership</i>	1. Replace the principal who led the school prior to the commencement of the transformation model.	<i>Provide name and date of hire for principal or date of anticipated replacement: Renee Canales</i>	7/1/14	7/1/14
		2. Use rigorous, transparent, and equitable evaluation systems for principals that take into account data on <i>student growth</i> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement Definition: <i>Student growth</i> means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.	A.growePortfolio	08/14	06/15
			B. Redesigned teacher and principal evaluation	09/14	03/15
			C. Student achievement	09/14	08/15
			D. Climate survey	09/14	04/15
			E.		
			F.		
			G.		
			H.		

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Schedule #16—Responses to Statutory Requirements

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Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	3. Identify and reward school leaders who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A.growePortfolio	08/14	06/15
			B. Redesigned principal evaluation	09/14	03/15
			C. Student achievement	09/14	08/15
			D. Climate survey	09/14	04/15
		4. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	A. Targeted needs analysis	08/14	08/15
			B. Comprehensive needs assessment	09/14	09/15
			C.		
			D.		

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Schedule #16—Responses to Statutory Requirements

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Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Learning Time	Redesigned School Calendar	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A. Before, after, and summer learning opportunities	08/14	07/15
			B. 21 st Century Community Learning Center (CCLC)	08/14	07/15
			C.		
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	A. Campus leadership team and district support team address need to redesign bell schedule	06/14	08/15
			B. 21 st CCLC	08/14	07/15
			C.		
		3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.	A. Project-based learning opportunities	08/14	07/15
			B. 21 st CCLC	08/14	07/15
			C.		
		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A. Campus leadership team and district support team address need to redesign bell schedule	06/14	08/15
			B. Lesson plan design & delivery coaching sessions	08/14	06/15
			C.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	Ongoing Family and Community Engagement	1. Provide ongoing mechanisms for family engagement	A. Full time family liaison	07/14	06/15
			B. Families Actively & Meaningfully Engaged (FAME) Council	09/14	06/15
			C. FAME plan	09/14	06/15
			D. Survey	09/14	04/15
			E.		
		2. Provide ongoing mechanisms for community engagement	A. VIPS program	08/14	06/15
			B. SDC	08/14	06/15
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve School Climate	<i>Improve School Climate</i>	Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	A. District support team	08/14	07/15
			B. Prevention & Safe Schools specialists	08/14	06/15
			C. Advancing Improvement in Education Conference	06/14	06/14
			D. Engage Learning	08/14	06/15
			E.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	<i>Ensure Effective Teachers</i>	<p>1. Use rigorous, transparent, and equitable evaluation systems for teachers that Take into account data on <i>student growth</i> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement</p> <p>Definition: <i>Student growth</i> means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.</p>	A. Redesigned teacher evaluation	09/14	08/15
			B. Student achievement (state and college & career readiness standards)	08/14	08/15
			C. growePortfolio	08/14	06/15
			D.		
			E.		
			F.		
			G.		
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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	2. Identify and reward teachers and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Rubric for rewards	09/14	09/14
			B. Calendar for rewards	09/14	09/14
			C.		
			D.		
		3. Provide staff ongoing, high quality, job-embedded professional development (e.g., regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	A. Engage Learning - classroom observation and coaching	09/14	06/15
			B. Engage Learning - coaching seminar	08/14	06/15
			C. Engage Learning – on-campus and summer training	08/14	08/15
			D. Engage Learning – virtual coaching	08/14	06/15
			E.		
			F.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	<i>Ensure Effective Teachers</i>	4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation / turnaround school.	A. Rubric for rewards	09/14	09/14
			B. Calendar for rewards	09/14	09/14
			C.		
			D.		

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Part 2: Intervention Model Requirements and Timeline (TURNAROUND MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	Strengthen the School's Instructional Program	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A.		
			B.		
			C.		
			D.		
			E.		
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Use of Quality Data to Inform Instruction	<i>Use of Data to Inform Instruction</i>	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A.		
			B.		
			C.		
			D.		
			E.		
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	1. Replace the principal.	Provide name and date of hire for principal or date of anticipated replacement:		
		2. Grant principal sufficient operational flexibility (including in staffing, calendars / time, and budgeting) to implement a fully comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.	A.		
			B.		
			C.		
			D.		
			E.		
		3. Adopt a new governance structure, which may include, but it not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Learning Time	<i>Redesigned School Calendar</i>	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A.		
			B.		
			C.		
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	A.		
			B.		
			C.		
		3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.	A.		
			B.		
			C.		
		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A.		
			B.		
			C.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	<i>Ongoing Family and Community Engagement</i>	Provide appropriate community-oriented services and supports for students.	A.		
			B.		
			C.		
			D.		
			E.		
Improve School Climate	<i>Improve School Climate</i>	Provide appropriate social-emotional services and supports for students.	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	<i>Ensure Effective Teachers</i>	1. Using locally adopted competencies to measure effectiveness of staff who can work within the turnaround environment to meet the needs of students, screen all existing staff and rehire no more than 50 percent.	A.		
			B.		
			C.		
			D.		
		2. Using locally adopted competencies to measure effectiveness of staff who can work within the turnaround environment to meet the needs of students, select new staff.	E.		
			F.		
			G.		
			H.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	3. Provide staff ongoing, high quality, job-embedded professional development (e.g., regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	A.		
			B.		
			C.		
			D.		
			E.		
		4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround school.	A.		
			B.		
			C.		
			D.		

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Part 2: Intervention Model Requirements and Timeline (RESTART MODEL)— Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

Federal Restart Model Requirements: A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools, An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.) A restart model must enroll, within the grade a it serves, any former student who wishes to attend the school.

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	Strengthen the School's Instructional Program	A.		
		B.		
		C.		
		D.		
		E.		
Increase Use of Quality Data to Inform Instruction	Use of Data to Inform Instruction	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	<i>Providing strong leadership</i>	A.		
		B.		
		C.		
		D.		
		E.		
Increase Learning Time	<i>Redesigned School Calendar</i>	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	Ongoing Family and Community Engagement	A.		
		B.		
		C.		
		D.		
		E.		
Improve School Climate	Improve School Climate	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	A.		
		B.		
		C.		
		D.		
		E.		

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Part 2: Intervention Model Requirements and Timeline (CLOSURE MODEL)— Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

Federal Closure Model Requirements: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	Strengthen the School's Instructional Program	A.		
		B.		
		C.		
		D.		
		E.		
Increase Use of Quality Data to Inform Instruction	Use of Data to Inform Instruction	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	A.		
		B.		
		C.		
		D.		
		E.		
Increase Learning Time	Redesigned School Calendar	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	Ongoing Family and Community Engagement	A.		
		B.		
		C.		
		D.		
		E.		
Improve School Climate	Improve School Climate	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	A.		
		B.		
		C.		
		D.		
		E.		

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Part 3: District Capacity: Describe the actions the district has taken, or will take, to determine its capacity to provide adequate resources and related support to the applicant priority school in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Best Elementary is the first Alief school to reach priority status. However, they will continue to receive full organizational support throughout each requirement of the transformation model. To strengthen the instructional program and improve academic performance, the District Coordinator of School Improvement, along with the Accountability & Assessment Department, work with campus staff to collect and analyze data and develop plans for improving instruction. Under the direction of the area superintendent assigned to the campus, a new principal and leadership team has already been identified and hired. The district professional development team works with each leader to increase their effectiveness. Tutorials, after school programs, and summer programs are offered to increase learning time. The Family & Community Engagement Department provides ongoing engagement activities for parents, families, and community members. School climate is continually addressed through the Prevention and Safe Schools group, the Educational Improvement Council, and the Shared Decision Committee. A redesigned evaluation system measures teacher effectiveness, and student achievement is measured based on data from state and college and career readiness standards. The district will explore new strategies for providing incentives to teachers for attendance and effectiveness. The organizational structure that supports the campus also includes expansive technology resources and support staff, and the Federal Programs & Grants office provides compliance, audit, and accounting support.

In addition to this grant, Best Elementary is supported by Title I funding. The district is also able to support the campus through Title II funds and the priority schools funding grant. Added funding from this grant would act as another strategy for achieving the critical success factors required to successfully transform the school and move out of priority status. The goal is to supplement the structure, resources, and best practices currently in place with intensified professional development, teacher and leader coaching and mentoring, and action based learning strategies to improve academic achievement.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Part 4: Pre-implementation Timeline (OPTIONAL): Provide a description and timeline of activities that the campus will conduct, or has conducted, during the Spring and /or Summer of 2014 in order to prepare for full implementation of the selected intervention model during the 2014-2015 school year. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 101-903

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101-903

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101-903

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101-903

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101-903

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101-903

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101-903

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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